

## NAAV 2024 – Student Submission Rubric

**Lead Teacher:**  
**Student Name(s):**

CATEGORY	4 Expert	3 Proficient	2 Developing	1 Novice
Responds to the NAAV 2024 Guidelines	Presents a comprehensive view of the chosen individual/group. Demonstrates a comprehensive understanding of why the student believes the selected Asian American or ally should be highlighted on NAAV.	Provides interesting facts and information in the submission. Includes succinct information that incentivizes the reader to find out more.	Includes events, biographical information, impact, and personal information.	Provides basic searchable information.
Tells a Compelling Story (Creativity, thoughtfulness and accuracy)	Information demonstrates a profound and comprehensive understanding of the individual/group.  Images show interesting visuals and composition. Includes stock video or original video testimony explaining why this person is interesting.  Submits original content, i.e. artwork, poster illustration, and the story. Ideas are creative and show unique insight and perspective about the selected individual/group.	Shows a good understanding with relevant details about the contributor’s background, achievements, and contributions.	Submission shows thought and attention to the theme but lacks depth and may include minor inaccuracies.	There is no evidence of original thinking or attention to the accuracy of the information.
Visual Requirements (continued on next page)	Utilizes 5-10 visual frames on Instagram.  Must include a high-resolution headshot in the first frame that meets the required specs.	Designs visually appealing frames with a suitable headshot and overall aesthetic.  Video shows some original thoughts, ideas, and insights.	Shows some effort in visual presentation but lacks consistency or creativity.	More than one requirement is not completely met.

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Visual Requirements (continued)	Consistently maintains a visually cohesive and engaging aesthetic throughout.  30-45 seconds of an original video sufficient to state why this person is important.			
Creates Bridges and Dialogue and Encourages Learning About Asian American Communities	Visuals and text stimulate deeper thinking about intercultural understanding and relations between American communities and also raises a desire to learn more.	Coverage of the chosen topic addresses intercultural understanding and may raise curiosity to know more.	Video raises questions about intercultural understanding but does not stimulate viewers to learn more.	Little to no attempt to cover issues of intercultural understanding.
Textual Clarity	Concise and impactful graphic text in additional visual images. The text presentation is aesthetically pleasing, captures audience attention, and effectively communicates key aspects of the individual/group's significance.	Concise and impactful graphic text in additional visual images. Information is sufficiently presented.	Text is present but may lack conciseness or clarity.	Information is not clearly presented.
Briefing	The written content effectively communicates key aspects of the person/group's significance.  Includes approximately 250 words (under 2200 characters including all text – bio, photo credits, hashtags, tags)	Compelling information about why the person/group is significant. May require minimal editing.	Compelling information about why the person/group is significant in their contribution. However, edits are required and there is a need to return it to the submitter to complete the edits.	Information does not effectively communicate why this person/group is worthy of uplifting. Needs more work.  Text did not meet the 200-250-word requirement.  Photo credits and/or hashtags are not included.

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Works Cited	<p>A comprehensive citing of information and resources used are documented in 1990 Institute’s required format, including photo(s), images, video, graphics, facts, quotes, and/or statistics.</p> <p>Cites everyone who contributed to this work, including any teacher, classmate, parent/guardian, etc., and their roles.</p>	<p>Correctly cites source information for all photos/images/graphics, video footage, facts, and quotes, and most of it is documented in the required format.</p>	<p>Information for sources was collected for photos/images/graphics, video footage, facts, and quotes but may not be displayed and is not documented in the required format.</p>	<p>Very little or no source information was collected or displayed.</p>
Social Media Effectiveness	<p>The content is exceptionally tailored for Instagram, demonstrating a deep understanding of subject matter and attracts the audience’s interest to engage. The audience is youth and life learners.</p> <p>Creates and utilizes effective hashtags and captions to enhance engagement.</p>	<p>Creates content suitable for Instagram, capturing audience attention with visually appealing elements.</p> <p>Engages the audience with well thought out content.</p> <p>Utilizes appropriate hashtags without overusing them.</p> <p>Demonstrates an understanding of basic social media norms.</p>	<p>Content may be somewhat suitable for Instagram but lacks broad appeal.</p> <p>May not attract wide engagement. Shows an understanding of basic social media norms but has room for improvement.</p>	<p>Fails to create content suitable for social media. Hashtags and captions are missing or ineffective.</p> <p>Does not seem to understand social media practices and trends.</p>
Bonus points	<p>If <b>original</b> artwork is submitted, it must not copy other works. The 1990 Institute requires a copyright release for posting.</p> <p>Adhere to guidelines.</p>	<p><b>Original</b> artwork is submitted that adheres to the guidelines. Copyright release was omitted.</p>	<p><b>Original</b> artwork is submitted but doesn’t fully fit the chosen person/group or is derivative of other work.</p>	<p>No <b>original</b> work is submitted. Guidelines are not followed.</p>

Students may do any of the presentation formats identified in the NAAV guidelines. The rubric applies to any method of presentation chosen. The following may aid students in choosing an Individual/group: 1990 Institute NAAV list, [Reference Library](#), [Teachers Portal](#)